DOCUMENT RESUME

ED 205 877 CG 015 369

AUTHOR Ronan, Kathleen A.
TITLE A College Course in the Human Science Approach to Psychology.
PUB DATE Apr 81
NOTE 83p.: Paper presented at the Annual Convention of the Southwestern Psychological Association (27th, Houston, TX, April 16-18, 1981).

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Classroom Communication: Classroom Environment: Course Content: Course Descriptions: *Curriculum Enrichment: *Discussion (Teaching Technique): Higher Education: *Humanistic Education: Lecture Method: *Psychology: Seminars: Student Teacher Relationship: *Teaching Methods

ABSTRACT

This paper describes a college course in the Human Science Approach (HSA) to psychology offered in seminar format. The importance of instructor-student equality and feedback is emphasized and lecture sessions are described in which students are encouraged to interrupt for questions and discussions. The major goal of the course is described as providing an understanding of the HSA so that students can eventually incorporate HSA into their own practices. The seminar content is discussed for each session, beginning with a description of a HSA framework and a history of HSA development within a natural science psychology. A review of the course emphases includes applications in real world settings, evaluation of traditional approaches and practices, and relevant outcomes of applied techniques. Texts used in the seminar are listed, and individual topics and references for each session are contained in the course outline. Appendices include the instructor's initial letter to students as well as student papers written for the course. (NRB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED205877

A College Course in the Human Science Approach to Psychology

Kathleen A. Ronan

University of Arkansas

CG 015369

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Kathleen A. Ronan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Acknowledgements

I would like to thank my advisor R. H. Dana who introduced me to the Human Science Approach. He gave me the opportunity to express myself in this project and his interest served to maintain my enthusiasm for which I am deeply grateful.

It is impossible to communicate my full appreciation of the students in the seminar. Their continued interest, devotion, and participation made this project unique and meaningful for all of us. Without their sincerity, a seminar in the Human Science Approach to psychology could not have had the impact we all experienced.

A College Course in the Human Science

Approach to Psychology

Teamwork requires participation, organization and trust from each of its members in order to achieve the final goal--to win. It requires an attitude towards this goal which unifies and ignites each member to put forth his best effort within a team context. The goal itself becomes that towards which each play, each movement, each fiber of thought becomes directed. If the attitude of the team is such that the goal is misdirected--either a player is playing for himself or for some other abstruse goal--the entire team is misled and confused; the results are less than satisfying.

Psychology as a team has confronted such a problem as the misled team above, and the outcome is more than just unsatisfactory. First, participation has been sparse among its members. Psychologists have tended to isolate themselves to such an extent as to cause an obscurity in their common goal--the study of the human mind and human behavior for the benefit of understanding human beings. A lack of trust between teammates in psychology has oftentimes caused its members to strike out entirely on their own or play for themselves rather than with the team. This has caused a pursuance of personal goals instead of psychology's goal.

Most importantly in psychology, the attitude towards the goal, the attitude which unites the team, the attitude which sets fire to the imagination and responsivity of each teammate has been

misdirected. In adopting natural scientific procedures in the study of human beings, the psychological team has been misled and confused as to what the outcome of their endeavors should be. The natural scientific attitude has caused psychologists to shift their goal of understanding human beings to that of becoming experts at quantification and measurement of human attributes. This has cost psychology the game ball.

First, in the natural sciences the researcher isolated various components of the object studied to be scrutinized for further understanding. Yet when aspects of human beings are compartmentalized and rendered into isolable units of study, it is difficult if not impossible to restructure those components into the context of the whole and achieve similar results. These compartmental units exist simultaneously and within the entire human being and cannot be divorced from the influence this being bears on their existence.

Secondly, in the study of natural sciences such as physics, geology or chemistry, it is of utmost importance that the scientist remain objective and neutral to that which is being examined, in order to yield data which is technically precise. In objectifying the human subject, researchers have excluded much of which comprises human uniqueness. The subject has feelings, self-awareness and a whole history of experiences which effect the situation in which he finds himself. This is part of the human context. When human beings are investigated as objects, they are studied as less than the persons they are. Therefore, such experiments yield data relative to that which is studied--humans as less than the persons they are. This misdirection of efforts has led psychologists away

from the intended goal of understanding human beings.

Also, it is absurd to believe an investigator can remain neutral or removed from the subject. The experiment is a social situation involving an interacting relationship between both the subject and researcher. Whether or not the investigator views it as such, the subjects realize this relationship and will react within its context, allowing responses and behavior to be influenced by the other person involved--in this case the researcher. The failure to acknowledge the influential nature of this relationship again yields data which is less than true for the understanding of human beings.

Experimental investigators only comprise part of the psychological team affected by the natural science attitude. Psychotherapists, assessors, counselors and educational psychologists have also experienced the deleterious effects of a scientific approach. Theory, expectations and professionalism all display the adjunct of a natural science attitude, which oftentimes causes the primary goal of psychology to become out of focus.

To date the natural science attitude has caused misguidance and disunity of many members of the psychological team. When viewed within a more encompassing and directional attitude, scientific procedures could become a very important component of a psychology beneficial to human beings. That is, if applications of natural science techniques are kept in the appropriate perspective and and understood for what they are (a tool at the disposal of researchers), a utilization of them can enhance psychology's understanding of human beings. The misconstruence of scientific precision and technicality as the goal of psychology has been the

basis of much anxiety. A revolutionary attitude is needed.

Some of the teammates have developed an ingenious yet simplistic approach to compensate for the various problems encountered by psychology today. This new attitude provides unity and direction for the primary goal of understanding human beings. It suggests guidelines of organization and allows teammates to completely trust one another. Most importantly, it focuses priorities on that which is the goal of psychology—human beings. This attitude has been collectively called the Human Science Approach (HSA) and offers an opportunity for the team to once again strive together as a whole and complete unit.

The Human Science Approach

The HSA stems from an ideology which values human beings as the persons they are rather than objects for study or manipulation. It credits humans as having the capacity to create, think, love, desire and share. It realizes that humans are experts on themselves and that their contributions into the situations they find themselves are both valid and pertinent for an authentic and complete outcome. The HSA allows that persons in psychological situations are no less important, their ideas, perspectives and feelings no less relevant than those of the professional. Thusly, both person and professional are co-equals.

One important positive aspect of the HSA is diversity. It has been successfully incorporated into many areas both directly and indirectly related to psychology. Silverman (1977), Rychlak (1977), and Sardello (Note 1) have restructured experimental psychology using an HSA to achieve more comprehensive results. The

psychotherapeutic situation is made more conducive for disclosure through Jourard's (1968) application of an HSA, as is psychiatry by Keen (1970). Craddick (1972), Dana (1981), and Fischer (1972) have utilized an HSA to produce an assessment process more relevant and complete for both assessor and assessee. Brodsky* in prison rehabilitation, Parse* in hospitalization, Fischer* in special education, Chisolm and von Eckhartsberg* in education, and Krieger* in Industrial consultation have displayed more authentic outcomes when an HSA is applied.

The HSA is an attitude which gives priority to treating human beings with the respect and honesty they deserve. In incorporating this attitude, psychology will attain outcomes to psychologically contrived situations that are more comprehensive, relevant and true towards the understanding of human beings. Since this is the primary goal of psychology, the HSA provides the unity and direction which the psychological team has been missing to date.

The Socialization Process of Psychologists

The most important contingency in the formulation of attitudes is the training which the teammates receive. The responsibility of correctly defining goals, directing attitudes and structuring adequate preparation with which members of the team can apply in game situations falls upon the shoulders of the professionally trained coach. This coach imparts both experiential knowledge and principles which were core parts of his training. The coach's coach had received similar training as that which he related, and it becomes

---

*These are chapters included in: Fischer, C. T. & Brodsky, S. L. Client Participation in Human Services. New Brunswick: Transaction, Inc., 1978.

evident that the longevity of ideas and techniques is maintained through this instructing process.

It is the same in psychology. The training coaches are professional psychologists who received a similar training as that in which they are imparting to their students. Since the initial attitude selected by psychology was a natural science approach, this approach has been handed down through the training or socialization process of psychologists. Although, as has been stated, this attitude has not been maintained in the shaping and structuring of students' attitudes and goals. As Silverman (1977) states, "Given their unquestioned superior analytical ability, psychologists as a group must be subject to some peculiar process of indoctrination and self-delusion to perpetuate models of research with such transparent flaws."

What is needed is an opportunity for students to become aware of the socialization process they are subjected to and to realize the shortcomings of a natural science attitude. They should be offered an alternative which is more comprehensive, unifying and appropriate for attaining a true understanding of human beings. It is then for the students to decide whether or not incorporation of this attitude is suitable for them. Introduction of this new attitude into the socialization process will at least allow them a choice.

The HSA is the proffered alternative attitude. A course dealing with this approach to psychology enhances students' awareness of current problems and offers ways in which to adeptly deal with them. Also, the personal valuing of human life which brings most

students into the field of psychology is satisfied in a course on the HSA, which provides direction for these feelings. Dana (1976) speaks of the growing distress of graduate students who experience a lack of concern from faculty members of personally held humanistic ideologies. A course in the HSA can help alleviate this distress by providing a basis from which students can develop these beliefs. A course in the HSA to psychology is an important addition to the traditional system and is thusly proposed.

The appropriate training of teammates, the imparting of knowledge, skills and attitudes, is mandatory for the attainment of the final goal. To date, this training has been inadequate and psychology has dilly-dallied with the ball in its court for too long. It is time for psychology to make its big play. It has been provided with the means—an approach which can unite and direct its team members. What is needed is complete participation, a change in goals and attitudes. A course in the HSA to psychology offers an opportunity for this change at the most critical and influential level—during the socialization of psychologists.

A General Overview of the Seminar

The course is conceptualized on the basis of instructor/student shared equality and honest feedback, a primary presupposition of the Human Science Approach. Students are experts on how they learn, their motivations for maximal learning and conditions under which these maximums are obtained; therefore, they are viewed as such by the instructor who is imparting the information. Reciprocally, the instructor reveals any problems encountered with presentation of certain materials for student review and feedback

on the most efficient methods of presentation for optimal student comprehension.

The primary goal of the course is to relate a full understanding of the HSA—its usefulness and appropriateness for the psychological endeavor of today's society—so as to extend a working utilization for the student who may incorporate it into his or her own practices. The procedure to attain this goal begins with a definable framework of the HSA for initial understanding and insight into its implications. From this initial and basic framework evolves a more complete comprehension when confronting various and more complicated materials. Secondly, a history of the HSA, its precipitation and development within a natural science psychology, is presented. This background information enhances concepts about the HSA by knowledge of its roots and growth. A greater part of the course involves applications of the HSA in real world setting, with exploration of its diverse situations, and relevancy of outcome when HSA techniques are applied. Lastly, a practical and personal application of HSA techniques with which the student may become actively involved in an area of interest to the student provides a first-hand, experiential opportunity of acquaintance with the HSA.

Student evaluation has consistently caused anxiety for instructors who want to be effective and fair in judging their students' learning progress. Utilizing the HSA, it is held that students are more in touch with their own progress and situations of evaluation which can most prominently display their learning, personal goal attainment and growth. Therefore, suggestions for evaluation are offered by the instructor, but other ideas and

finalized decisions are promulgated by the class.

The theorists and practitioners whose works are reviewed in this course would not all label themselves Human Science psychologists. Some designate themselves phenomenological or existential, some humanists and other Promethean psychologists. But they have all been selected for their presentation of ideology common to the HSA. This signifies the encompassing nature of an HSA.

In consequence of class consensus, a feedback technique in which students are allowed to interrupt lecture procedures at any time to question, paraphrase or dispute presented material was adopted. Each individual in the class is considered an equal collaborator with students and the instructor and found it profitable to elaborate and paraphrase certain concepts to aid understanding of classmates (as well as to test their own perceptions of the data). After each class period, discussion was evoked involving the days work, effectiveness of presentation, suggestions for improved conditions for learning and closure on presented material. This involvement seems to promote the material in such a way as to make the subject "come alive" for the student. Also from this, the instructor is given insight into how the student conceptualizes what is presented and ways in which enhancement of their conceptualizations may be obtained by restructuring presentations to meet students' needs.

This generalized overview of the seminar is presented in order to exemplify the uniqueness of a course utilizing HSA techniques. Although many of these techniques are held as standard procedure in a college classroom setting, they are unfortunately not frequently

practiced. The philosophical orientation of the HSA provides a framework in which these presuppositions are relevantly utilizable. Now, in reviewing the specifics of a course in the HSA to Psychology, further enhancement and implications of HSA techniques and relevancy as applied to psychology can be illustrated.

Texts

Three texts were selected for their impact and presentation of HSA philosophy. Supplemental materials were utilized in class presentations with several lectures drawn from other sources which were accessible to the students. Listed here are the main texts required. All other sources will be noted in accordance with the day in which they were presented in the following course outline. The required texts were:

Giorgi, A. Psychology as a human science. New York: Harper and Row, 1980. Presents both traditional natural science psychology and the paralleling evolvement of a human science psychology citing core psychologists from each area, along with reflection on the relationship between psychology and science. Consequences and critiques of a traditional psychology grounded in the natural sciences is discussed as well as the necessity of including the concept of approach in psychology. From these foundations, it is concluded that a change in approach involving a human science orientation is needed and that a psychology with this type of basis can satisfy the critiques of a traditional psychology.

Silverman, I. The human subject in the psychological laboratory. New York: Pergamon, 1977. Discusses the role of subjects and the influences role-related motives can exert on data in the psychological experiment. A more veridical psychology is proposed along with alternatives which may be incorporated to achieve this end.

Brodsky, S., & Fischer, C. Client participation in human services. New Brunswick: Transaction, 1978. Reviews diverse areas within psychology as well as other services in which human involvement is contingent. A combination of many authors present a utilization of HSA attitudes in dealing with psychiatry, assessment, psycotherapy, hospitalization, psychological research, industrial consultation mental retardation, prison rehabilitation and education.

Course Outline

The seminar met three hours once weekly during spring semester 1981 at the University of Arkansas. Three students participated in the seminar allowing a more personal and relevant atmosphere for a course of this nature. A specific review of each class meeting, procedures and materials, follows. Materials which students are responsible for are asterisked.

January 14

Topic: Introduction to the Human Science Approach

References: "Person and Program: A Goodness of Fit Paradigm for Professional Psychological Training," Dana (1976).

"Paradigm Changes Which Allow for Sharing of Results," Fischer (1972).

Psychology as a Human Science, Giorgi (1970).

This first day of class began with a letter to students from me. This letter welcomed students to the seminar, explained the nature of active participants in the course, and encouraged students to relate any ideas, inspirations and thoughts at any time. Also, it dealt with the initial structure of the seminar which was a simple framework but could be manipulated or changed should more relevant issues or concerns develop. I expressed the sentiment that a mutual obligation and collaborative effort should exist in which, by helping each other, a growth inducing experience would result. Students acknowledged this letter with enthusiasm. (See Appendix A for the complete letter.)

A syllabus was given to each student with an outline, corresponding materials the students were responsible for and discussion of the framework ensued. Also, each student was asked to relay

expectations for the course, areas of special interest, name, major and classification. This was to give me some idea as to specific areas each student was tied into and insight into how I could present materials relevant for student learning. Students therefore felt a personal interest in me as I expressed personal interest in them.

For students to obtain an initial understanding of the HSA, presuppositions and characteristics of such an approach were discussed. Three theorists were selected for clarification of HSA tenets and were considered individually (Table 1).

Giorgi includes approach as a necessary component in scientific or psychological research paradigms. He notes that the approach to psychology is different from that of natural science for humans are the source of data. Since there is an inseparable relationship between person and world it is important to contextualize the study of humans as such. To catch persons totally engaged in their world will broaden an understanding of human beings. Also, knowing how the researcher is present in psychological experiments is as important as how the subject is present. Therefore, inclusion of this researcher-subject relationship is valid for complete results. Finally, a non-manipulative paradigm allows for an open ended research design with closure by the participant.

Fischer preserves the unity of humans by emphasizing a contextualization of person phenomena and person-world relationships. Understanding is thus drawn from the entirety of involved components and leads to more comprehensive outcomes. Also, person's perspectives are valid sources of data and are considered as important or

real as those of institutions such as science, psychology, etc. A collaborative participation of both professional and participant yields an understanding of the entire person, perspective, and behaviors according to how the person co-constitutes the world. The culmination of this approach in psychological situations is an authenticity of results for all involved.

For Dana choice of problem and method should be an extension of values held by professionals towards their human subjects/ participants. Human beings are persons to be dignified and cherished rather than seen as an object for study. Inclusion of participants' contributions are manifest in a coequal sharing of process between professional and participant. These contributions are viewed as valid and real for relevant outcomes as those of the professional. Also, the inseparable relationship between humans and their life-world renders description in terms of the experiencing person. This contextualization gets at the entire person rather than isolable portions of persons.

Students were asked for closure on understanding of the HSA as illustrated. A satisfactory comprehension was expressed by all students and discussion was open for any ideas or thoughts. It was suggested that an ongoing discussion during lecture would be more conducive to learning and I thereby adopted this into my repertoire.

January 21

Topic: History of the HSA

References: Psychology as a Human Science, Giorgi (1970), Chapters 1 and 2

Giorgi notes that most general psychology textbooks include

opening paragraphs dealing with psychology as a science. The question is raised, "Why is psychology concerned about demonstrating a scientific status?" To answer this, Giorgi feels it worthwhile to clarify what psychology understood itself to be.

Psychology, at the time of its break with philosophy, revealed a double movement-away from philosophy and towards natural science. Wundt who is called the "father of psychology" was the first to officially open a laboratory for the study of psychological phenomena. This initial contact with experimental investigation was grounded in an atmosphere of medicine and physiology. Other psychologists whose influence on psychology was scientifically directed include H. Ebbinghaus, W. James, J. Cattell, and E. Titchener, representative of various time periods from psychology's birth until WWI. The impact of J. B. Watson and behaviorism came between World War I and II, with other natural science psychologists such as A. Weiss, J. Kantor, H. Warren and L. Charmichael describing humans in terms of stimulus and response. From World War II to the present, a persistence of the natural science approach to psychology has existed through the works of G. Miller, K. McCall, G. Kimble, N. Garmezy, and others.

Paralleling this ascendance of natural science psychology, yet not receiving comparable recognition, were human science psychologists. This movement did not have the impact that natural science psychology received partly because initial humanist psychologists lacked real direction in presentation of their views; they put forth relevant ideas but did not provide ways in which to apply them. Also, in breaking from philosophy, they had no alternative

approach as did natural science psychologists who overcompensated by their extreme application of science to psychology.

The founders of this human science psychology, as cited by Giorgi, were in part philosophers who wrote extensively on psychology such as Dilthey and Bretano. Other respresentatives of this approach in psychology's history from 1900 to the present include E. Spranger, W. Stern, D. Snygg, R. MacLeod and G. Allport, extending human science attitudes during this period. Other perspectives of psychology are offered by theorists such as the differentiators (holding psychology as really two sciences) and the synthesizers (seeing psychology as one complex science) are extended.

In the second section, Giorgi discusses the influence natural science has had on psychology, both in academia (emphasis on method) and clinical (found in attitudes and expectations). It is realized that a natural science approach to humans is limiting in description and content of study, therefore a more proper study of humans is necessary. Giorgi concludes this chapter with a review of seven representative critiques of current psychology derived from a survey of criticism:

1. Psychology lacks real unity,
2. Psychology lacks direction,
3. Psychology should cease its strict adherence of the natural science,
4. Psychology has not been investigating meaningful phenomena in a meaningful way,
5. Psychology lacks holistic methods,
6. Traditional psychology does not do justice to the human person,

7. Psychology's relevance to life-world is deficient.

Giorgi notes that these are from an independent survey of frequent themes critical of traditional psychology.

During this presentation, students interrupted at difficult points to paraphrase ideas and offer explanations to fellow students. We were able to obtain sufficient understanding of some abstract ideas through this method.

January 28

Topic: History of the HSA Continued

References: Psychology as a Human Science, Giorgi (1979), Chapters 3 and 4

Before delving into materials, I asked each student to relate concepts of the HSA as understood to this point. All students expressed an adequate definition, each revealing aspects unique to that student. Also, an experiential evaluation of the traditional psychology techniques by students was discussed. This evaluation was due April 15, therefore suggestions for the type of evaluation were now made. I suggested that the students enter a departmental research study as a subject, or select one documented study (from psychological journals) to be evaluated in HSA terms. There was unanimous consent on the participation in the departmental experiments; students were given ample opportunity and time to sign for and complete evaluations.

In chapter three, Giorgi deals with the necessity of including "approach" in investigations. Since the way scientists approach the entire experiment or research is an important component which is always present, and one that is relatively ignored, Giorgi sets up a set of proponents for including approach in psychological

studies: (1) Dialogue between approach, content, and method is important for continuity; (2) The value is expressed for a category of approach for human science psychology; (3) Demonstrations of the value of approach are presented. Inclusion of "how" the investigator approaches phenomena in research can then help account for any effects the investigator has on these phenomena (rather than the researcher "trying" to adopt a neutral status which supposedly does not effect data). Limitations of a natural science approach to psychology are discussed which leads to the proposition of a human science psychology in the last chapter.

Giorgi believes psychology should have gone to life-world phenomena in a more direct fashion to formulate questions, problems, methods and procedures independent of natural science. A human science psychology takes this into account and its approach, as specified by Giorgi, includes the characteristics of a privileged position of life world phenomena (rather than natural science as the privileged position); study of data is taken at its phenomenal origins. Presuppositions of this approach include: (1) Fidelity to man as a person, (2) Special concern for uniquely human phenomena, (3) Primacy of relationship. A broadened or opened attitude when studying phenomena (in contrast to an attitude of closure or narrowing the study of phenomena) and a study of humans while they are totally engaged in their world are necessary for appropriately investigating humans. Also, it is construed that since the inevitable presence of the scientist is influential, inclusion of <u>how</u> the scientist is present is considered parr of the research paradigm. It is reasoned that the context for

investigating man as a person can be no less important than understanding man as an investigator.

The final sections deal with the former seven critiques of traditional psychology, and how psychology conceived as a human science can satisfy these criticisms. A human science attitude is designed to extend both unity and direction to psychology. It is an alternative to the strict adherence to natural science, and aims to investigate phenomena meaningful to humans in a meaningful way. Since human science psychology investigates the meaning of persons in their lived-world rather than measurement only, methods are much more holistic. A human science psychology will do justice to the human being for it realizes the importance of humans as persons. Finally, dialogue of life-world phenomena as man experiences it accounts for relevance to this life-world which is deficient in natural science psychology. A human science psychology is therefore more appropriate for understanding human beings.

This brief history of the development of an HSA to psychology aided students in their comprehension of how attitudes develop and why traditional psychology has predominated. Also, it is realized that a more appropriate study of humans is provided in the HSA.

February 4

Topic: The HSA and Experimental Psychology

References: The Human Subject in the Psychological Laboratory, Silverman (1977)

In an introduction to the diverse applications of an HSA, I noted that the areas of experimental and clinical were the main components of psychology and therefore they would be attended to more closely than other areas. We explored traditional experimental

psychology first.

Silverman discusses the nature of the laboratory experiment which is viewed as the habitat of the experimenter, not the subject. Subjects are brought to the experiment and subjected to manipulation, controls, and precision that measures portions of interrupted normal life, not normal life itself. Subjects will necessarily react differently under these circumstances than in real life; persons have feelings about the experiment which interact with the controls and manipulations. It is concluded that the role of subject is crucial in determining behavior, therefore these roles should be given attention.

Silverman reviews many aspects of role-related motives affecting behaviors of the subject. Compliance with demand characteristics or adherance to experimenter expectations is partly attributable to persons playing the role of "good subject" by helping to validate the experimental hypothesis. Evaluation apprehension extends from a person's anxiousness to win a positive evaluation from the investigator and may be made manifest by subjects' ascribing to themselves socially favorable aspects of behavior (termed "faking good"). Also, when confronted with conflicting expectations between subject and experimenter, subjects will support their own image. The perverse subject is an example of a role-related motivated person in the psychological experiment. These subjects are usually very much in tune with the experiment and experimenter and due to perceived imbalance of power distribution, deception and forced participation, respond opposite to experimenter expectations. Other mediators of role-related behavior are deception,

self-fulfilling prophecy, the experimenter, modeling, and voluntary versus non-voluntary participation. The effects of these influences on data involving involuntary behavior (hypnosis, verbal conditioning, psychophysiological measures, learning, perception) and voluntary behavior (attitude change, conformity, aggression, expectancy disconfirmation) are discussed.

It is concluded that the psychological experiment as it exists is incomplete and a new approach is needed in order to phase out the longstanding problems and implication of the laboratory method. Silverman proposes a veridical psychology based on non-reactive methods which remove the subject's role. These include naturalistic observation, archival research, the field experiment and experiments in the field. The way in which to change traditional psychology is to re-organize attitudes, priorities and perspectives through socialization of psychologists.

The students seemed enthused and appreciative of the clarity Silverman offered. Alternatives as presented by Silverman were discussed for their effectiveness in yielding a psychology true to humans.

February 11

Topic: The HSA and Experimental Psychology Continued

References: "The Subject as a Person in Psychological Research," by Sardello in Client Participation in Human Services, Fischer/Brodsky (1978)

Disclosing Man to Himself, Jourard (1968)

Psychology as a Rigorous Humanism, Rychlak (1977)

In order to allow for an adequate perspective on the nature of traditional experimental psychology, three other theorists were

reviewed in this area. Each theorist related shortcomings of experimental psychology as it presently exists and most of the problems cited coincide with those presented by Silverman. Therefore, alternative approaches of the following psychologists were presented with exclusion of contemporary problems (as expounded by Silverman) in each case.

Rychlak expressed the need for revolution in experimental psychology as it stands today. His alternative, in the area of learning psychology, is the Logical Learning Theory. Utilizing a Human Science Approach, Rychlak reinterprets learning terminology in such a way as to account for relevance to human beings, and forms a new descriptive terminology to be incorporated into experimental investigations. Rychlakian nomenclature allows for an attitudinal change both in experimental design and actual confrontation of the subject. Once this terminology and restructuring of approach is developed, it may be applied to traditional experiments with more complete and relevant results.

Jourard views the subject and experimenter as participants in a disclosure situation. The subject chooses whether or not to disclose self, and when to reveal real experiences of "being-for-self" while disclosing. Should the experimenter disclose self to the subject in a warm, honest and personable manner, the subject is more likely to disclose in a similar fashion. Such a contingent situation is labeled the "dyadic effect" by Jourard.

Similarly, Sardello includes the importance of the meaning of interaction between experimenter and subject. An emphasis is placed on maintaining the rigorism of a research experiment but the

situation is viewed as a bidirectional social interaction between the subject and experimenter. In order to restructure an approach to psychology which is complete, a reexamination is needed to determine the limits of presuppositions which provided direction for traditional psychology and reexamine methods from this basic foundation.. To overcome these limits, an attitude which asserts attention to the presence of personhood utilizes a disciplined imagination while systematic conceptions of the person are being drawn. Examination of data dictates the investigator remaining close to the phenomena yet far enough away so as not to be engulfed. Incorporating an HSA method in investigations, a restructuring of the present system follows: (1) The problem becomes wonder of the phenomena in the life-world. (2) The hypothesis becomes questioning the meaning of phenomena (that is, the meaning of the phenomena is revealed by the phenomena itself rather than stating what it should be). (3) The procedure becomes unfolding of form (the participant tells of the experiment in relation to the experimenter's wonder and understanding). (4) The data analysis becomes qualitative synthetic explication (which describes the wholeness of qualitative data). The shortcomings and ethical questions manifest in traditional psychology are accounted for in an approach of this kind.

A review of the limitations and ethical accountability of traditional psychology revealed it inadequate to the study of humans. Four theorists have presented similar alternatives all involving a reinterpretation of the approach utilized in psychological research which is encompassing and sufficient for diverse areas of experimental psychology. This initial confrontation with the

inadequacies of applied traditional psychology was both startling and enlightening for students, who realized the positive implication of an HSA in psychology.

February 18

Topic: Clinical Therapy and the Utilization of the HSA

References: "Coercion and Reciprocity in Psychotherapy," Bersoff and "From Violence to Mutual Obligation in Psychiatric Treatment," Keen in Client Participation in Human Services by Fischer/Brodsky (1978)

Disclosing Man to Himself, Jourard (1968)

I wished that students give some type of evaluative display of their knowledge, therefore suggested a regular test for the midterm; yet I left the subject open for discussion. Students agreed that this was the best procedure, therefore we proceeded to format the test. Students wished for an opportunity of self expression and an essay test was unanimously requested to achieve this. It was decided that three questions, of encompassing magnitude, would be presented for students to take home and complete answers. Special attention was to be paid to specifics, since this test would be completed outside of class. The questions to be utilized on the test were to be submitted by students February 25.

A normal phenomena of student restlessness occurred around this period in time, therefore I designed an alternative to the regular presentation of materials for this particular day. To allow students a more involved participation in class procedure, I allowed each to select one of three theorists represented in relatively short chapters on HSA techniques in psychotherapy. Students read and organized their particular source for presentation to the class one hour later (being sufficient time in which

to accomplish this task). This procedure supplied insight into ways in which students prefered to be lectured.

The first student asked each of us to write on a slip of paper our most intimate fantasy, embarrassing moment and important secret which we had never revealed to anyone. We were all hesitant in committing these intimacies to paper which is an analogous experience of the client undergoing psychotherapy, who is asked to reveal unexposed aspects of themself. A clinical setting dominated by natural scientific attitudes of manipulation, control and labeling is not the most conducive for disclosure. Also, the power designated to the therapist allows this professional to guide and coerce the client in relatively any direction. Alternatives to this type of therapy are presented by Barsoff: (1) Conceive of the therapy situation as an experiment with goals clearly delineated by both participants. The therapist fabricates systems for achievement of goals of the client who is able to reject any which do not seem suitable. (2) A behavioral approach can be outlined as mutually defining goals, specifying behaviors and situations in which the behaviors are preferred, and criterion for successful performance with a discussion of consequences of these behaviors which can be drawn into a written contract by the client and therapist. (3) Mutual feedback of the client's performance to client and therapist's performance to the therapist should be ongoing and suggestions for manifest feedback such as prorated payment or professional rating forms can accomplish this. A need for reform of therapy with more power for the client is thereby satisfied.

The second student presented a straightforward account of

Keen's views of psychiatry as a violent situation. She disagreed with the use of the word "violence" for its connotations were rather strong to be utilized in this context. She did agree, however, that current psychiatric treatment could be very damaging. Examples of labeled violent treatment include diagnosis (a definition of oneself from the outside which causes self-fulfilling and other-fulfilling prophecy), medical records (a small list of incidents from a whole lifetime which retains the power to commit or maintain committed patients), case conference and ward systems (exemplifying distinct features of court investigations and militarism). Keen believes the entire matrix of psychiatry must be changed, beginning with a change in theory that emphasizes relationships of the individual. Innovations toward a nonviolent psychiatry include modification of existing institutions, community health centers (with underground treatment), new "noninstitutions" such as free clinics, hotlines, rap centers, and growth centers.

The third student dealt with Jourard's approach to psychotherapy. He alluded to Jourard's ideology that man chooses his way of being in the world and that way may be authentic, counterfeit, involved, detached, personal or anonymous. The degree of being dictates the degree of health or illness. Also, the way of being has come about by an invitation (by significant others) to <u>be</u> that way. Similarly, psychotherapy is an invitation. For psychotherapists to be effective, they must remain concerned about their way of being with another person (the patient) rather than with concern over techniques. This intention is evident for a therapist whose growth for psychotherapy arrives at these dimensions: (1) Man has the ability

to transcend limits. (2) The therapist has the ability to creatively commit self to foster help in the client. (3) The therapist can achieve the capacity to enter into dialogue with patient. Successful therapy is contingent upon these factors.

A review and discussion of the alternatives to psychotherapy ensued in which similarities in approach dealing directly with the person involved were deemed relevant methods of handling this type of situation. Students enjoyed the opportunity to present materials from their viewpoints but revealed concern over their lack of preparation for such a task. I therefore realized that a sufficient structure in relating new ideas and concepts was important to students which gave me insight for future use.

February 25

Topic: Assessment Under a Human Science Approach

References: "Sharing Oneself in the Assessment Procedure," Craddick (1975)

"The Communication of Psychologists' Assessment Interpretations," Dana (1979)

"Collaborative Psychological Assessment," Fischer in Client Participation in Human Services by Fischer/Brodsky (1978)

"On Individualizing the Psychologist's Clinical Evaluation," Tallent (1958)

"Personality and Assessment," Fischer in Existential-Phenomenological Alternatives for Psychology by Valle/King (1978)

The students submitted questions for the midterm examination. Through a collaborative effort, the following three questions were decided upon:

1. Design a simple experiment, comparing and contrasting the structures with which a Human Science and traditional psychologist would attain his/her goals.

2. Explain how an HSA psychotherapist might proceed through therapy when first approached by a client, as opposed to a traditional therapy involving psychoanalysis, behaviorism, and client centered therapy.

3. Select one area studied so far (assessment, therapy, experimental and research) and explain how three theorists have resolved the traditional dilemmas through the HSA. (You may also select and examine one theorist from three different areas).

Considering the impact assessment has on the structure and outcome of psychotherapy, many problems currently exist which hinder a completely successful therapeutic result. The HSA may be utilized to accommodate complications and increase effectiveness of both assessment and psychotherapy.

Tallent reviews several current trends which fail to yield individualized reports. The Barnum method describes personalities by the use of few mildly negative generalities which are neutralized in a matrix of somewhat flattering remarks that are applicable to almost anyone. Similarly, the Aunt Fanny description harbors superfluous statements that may be positive, negative or neither and prompts the reader to think "My Aunt Fanny has those same characteristics." The trade-marked report is notorious for communicating the psychologist's personal concerns, interests, conflicts or shortcomings rather than those of the patient. The last type of nonindividualized report cited by Tallent is the prosecuting-attorney brief which is saturated with negative dynamics that are both accusatory and offensive. In order to avoid these errors, several considerations should be made such as the unique aspects of a trait, the level at which behavior occurs, strength of traits, circumstances under which behavior becomes

overt, and the interrelations of traits.

Yet this only covers the report itself. A more appropriate way in which to handle the entire assessment process has been developed by Fischer and Craddick. Fischer has set up six guiding principles of assessment: (1) Structural: an explanation of the "whatness" of an event is more encompassing and gets at the entirety of the event; (2) Contextual: the assessor's comprehension should be of the person-in-his-world; (3) Descriptive: the primary data are contextualized life events rendering understanding from first-hand evidence rather than from interpretations of tests, etc., into categorical labels; (4) Collaborative: clients should be informed participants of the entire assessment process; (5) Interventional: the assessor is in a position to intervene with current ways in which the person is moving through his world, and may be able to suggest more appropriate alternatives; (6) Authentic: the above principles must be understood as guidelines only and may not always work, but are offered as a structure to be incorporated so that an authentic relationship, process and outcome may be achieved for both the assessor and person.

Craddick applies a similar ideology in his practice. The basic premise is that one can only share oneself in a situation of mutual trust. The client is informed that he is being tested and for what reasons. (Craddick does not accept clients who cannot be given reasons for referral.) Goals are mutually prescribed and explanations for the various tasks are provided. At the end of testing the client gives feedback on his feelings toward the assessment procedure and is allowed to ask questions. A review of the assessment report is made, the client having full knowledge of what

will be written on the finalized report. A statement of agreement or disagreement is added to the final report, with explanations by both assessor and assessee. The process had been meaningful for all involved.

Dana has provided a format for a more personally relevant and complete assessment process, as opposed to the traditional format. First, definition of the problem and assessor position is established in conference with the referral source person. From this, the assessor is aptly able to address the assessee on the roles of all participants, potential usages of the outcome and to provide explanations of assessment procedures. The assessor administers tests to the informed assessee. The findings are then described and discussed with the assessee and referral source person simultaneously who are later provided with the finalized written report from the assessor. An extended communication with referral source person provides the assessor with knowledge of subsequent utilization of assessment findings. A format of this type for assessment provides for consensus of all parties, an individualized report which is understandable to those involved, and an opportunity for the assessor to analyze personal impact and effectiveness of the assessment process.

These models of assessment are designed to be incorporated within the traditional system so that process, method, and outcome are more meaningful and effective for those involved.

After this portion of the class, the students and I discussed potential questions for the midterm test. I believe that students will work harder and learn more from questions which they are

interested in, therefore they submitted possible questions for class scrutiny. This process led to the construction of questions which were much more relevant and encompassing than if designed by one person.

March 4

Topic: Counseling and Clinical Psychology

References: "A Revolution in Counseling Research," Goldman (1975)

"Research, Practice, and Accountability," Raush (1974)

A major concern in both counseling and clinical psychology is that research in these fields has often had little relevance for use. The samples of populations used in research are often not of a generalizable source, replication is seldom done, studies of humans have isolated only portions of behavior rather than taking into account the whole person, and the direction of research has not always been applicable to what goes on in therapy. In answer to this, Goldman presents some promising trends, the first of which is that research must apply a broadened view of the whole functioning person in therapy, therefore research in this context is needed. A field study rather than laboratory work is advocated for its more realistic and generalizable data. Also, it is important to study the individual rather than drawing up a personality (or traits) from the average of many people. A contractual relationship between researcher and subject is more indicative of a relationship between therapist and client, and is more useful. Anticipation of the use of each research project is a key concern in the decision of types of research to be carried out. This yields more relevant and useful data for application by potential consumers.

Raush speaks of more radical alternatives in which to obtain improvement of relevant research. First, during the undergraduate process, students should not be required to take experimental methods and statistics, but are encouraged if they show interest. Theses and dissertations on a graduate level should be of a sort that suits the interests and practices of the students rather than an extension or replication of an advisor's special interest. Also, the establishment of an APA journal for qualitative investigations should be made manifest. Finally, it is held that all of these recommendations be made by a sanctioning agent that provides structure and discipline for their being carried out.

From these implications, students were given insight into the relevance of research and the need of professional consumer oriented investigations. At this point, the midterm examinations were distributed and the students and I discussed the questions, clarifying any ambiguities in the questions and formulating approaches to each question. When consensual understanding was obtained, we departed.

March 11

Topic: Midterm

The class met briefly to hand in the examinations. Originally, an oral discussion of the examination had been planned but as a consequence of several pressing issues from both the students' and my standpoints, and upon unanimous decision, we adjourned class immediately. At times such as this, the flexibility of the class is immeasurably convenient.

March 25

Topic: Education and Special Education

References: "Special Education for the Mentally Retarded," Dunn (1968)

"A Paradigm for Humanizing Special Education," Fischer (1974)

"Prometheus in the Classroom," Chisolm & Von Eckertsberg in Client Participation in Human Services by Fischer/Brodsky (1978)

An area of special concern for the HSA is that of education. Techniques with which knowledge is imparted to students are very critical. Learning and motivation are contingent upon the instructor's abilities to stimulate curiosity and provide adequate methods of presentation and participation. The classroom contains a special social interaction between the instructor and students; there the HSA is applicable.

Literature concerning the HSA as applied specifically to grammar and high school education was not found. Relevant sources for the HSA to special education, college and graduate training was located; therefore these respective areas were presented and discussed.

Dunn reflects on current problems in removing the mildly retarded child from the regular classroom situation to be placed in special education schools. The disadvantages include a lack of stimulation from a homogeneous group to which the retarded child belongs, efficacy of special education programs in light of studies revealing mildly retarded children as capable of learning as much or more in regular education. Innovations in school organization, curricula, personnel and teaching hardware in regular schools have advanced students attending them, whereas special education has

experienced none of these changes. Therefore, a renovation in special education is needed, and Dunn discusses curriculum changes in which to attain a greater learning advantage for handicapped students.

Changes are needed in the initial process of diagnosing handicapped children both in testing and the screening of economically disadvantaged from authentically handicapped. Emphasis should be placed on the conditions and contexts of learning rather than stored knowledge applicable only to test material. A more relevant form of diagnosis would be carried out by itinerant teachers who are not only professionals in this area, but display expertise in effective design for teaching the handicapped child, modification of regular class activities to accommodate the mildly retarded child and the ability to intervene with current problems experienced by the child. Dunn calls for Special Education Development Centers located throughout the nation that would be responsible for devising techniques, teaching aids (hardware), and ensuring the procurement of specialists for a curriculum enriching for the special education student. These centers would tie into local schools, providing itinerant teachers to work with the schools in incorporating the curriculum for special education, thus allowing the special education students to remain in the classrooms. Areas to be specifically dealt with in a program for these students are environmental modification, motor development, sensory/perception training, speech and communication training, personality development, social interaction, and vocational training.

Fischer notes the historical antecedents to a physicalistic

approach for special education as harboring the ineffectiveness of special education training. The basic assumptions of this physicalistic attitude are: (1) The world and people exist as separate entities which impinge upon one another. (2) This is a linear interaction which can be subjected to an objective scale measurement. (3) Truth is valid as a definition of function in terms of measurement. (4) Explanations are in terms of causality. (5) Human effectiveness is understood in terms of combinations of separate capacities or traits. Essentially, this approach renders the handicapped child as a limited being with no room for improvement, described in terms of measurement of isolable units. The child is thusly treated in a manner befitting of this attitude which further handicaps the child. For Fischer, an entire new foundation is needed to improve special education.

Human Science Approach tenets offer such a foundation. An HSA changes the above assumptions into: (1) Human beings are always engaged in their world. (2) The unit of study is man-in-his-world. (3) Truth is the way in which man perceives it and is therefore perspectival. (4) To understand human phenomena, they cannot be rendered or transformed into lower orders of measurement (cause-effect). (5) Human effectiveness is in terms of its full context. From this, the special education child is seen as capable of growth through contact with his or her existing world and is understood from an entire context of experience, abilities and living. From this type of ideology, seven previously proposed principles for special education can be utilized more appropriately: (1) Replace diagnosis with concrete recommendations. (2) Eliminate

test priority. (3) Provide clients with access to their files. (4) Shift focus from limitation to possibility. (5) Encourage participation of significant adults. (6) Integrate classrooms. (7) Expand human science research and programs.

We discussed the feasibility of incorporating some of these suggestions into the present day system as well as some of the limitations involved. It was agreed that the physicalistic assumptions led to a "fatalistic outlook" (as one student termed it) for both the student, teacher, and parents. That is, the labeling and limiting aspects seemed to offer little hope to the special education child. One student recounted a project by a local school that integrated several handicapped students into their curriculum. She said that the regular students fostered these children and ingeniously made provisions in order to include them in normal play. The only problem confronting a complete integration of handicapped children into schools is the lack of funding for training special education teachers as well as providing special physical aspects to schools for handicapped children.

We next explored a conceptual overview of teaching (college level) as presented by Von Eckartsburg. The teaching situation is a special social relationship between the instructor (who is more experienced with the subject matter) and the student (who is less experienced). The instructor has struggled in earnest to incorporate this subject matter into his/her life, to make it a part of self and now confronts students in order to help them make the subject matter "their own." This process of the student understanding the subject matter in own terms and through experience is called

appropriation.

The student comes to class with preconceptions and vague ideas about what the course involves and what the particular subject matter entails. These should be incorporated into the final understanding of the subject for they are the student's own perceptions. Yet an enhancement of knowledge is needed and an experiential process of appropriation is the most relevant means. The suggested form of participatory learning is cognitive mapping and involves four basic steps: (1) Personal collecting and reflecting in which students focus attention on the chosen topic and explore their concepts, ideas which are listed on paper. (2) Sharing dialogue with a partner on the topic which causes students to clarify their ideas. (3) Group integration of all students' contributions to the topic into a gestalted pattern of "conceptual map." (4) Literature tie-in and scholarly-contextualization to the material integrated by the group, for inclusion of expert opinions and concepts. We have utilized such a process in this class although not formerly named and not followed step by step each day. The students felt that this type of process did make the subject matter "come alive" to them and aided their conceptualizations.

April 1

Topic: Graduate Schools

References: "Person and Program: A Goodness-of-Fit Paradigm for Clinical Psychology Training," Dana (1976)

The changes which students undergo during graduate training are more intensified and durable than any other educational period in a student's life. A restructuring of thinking processes and

behavior can lead to serious problems if students are not compatible with the orientation of the program they attend. That is why graduate program selection is critical for those interested in pursuing a higher level of professional learning. One area in which this is especially true is clinical psychology, and I used this area as an example of problems and alternatives for graduate training.

Dana presents some problems in graduate program selection. First, when reviewing various literature presented by programs, the student is confronted with an overwhelming amount of statistical data such as the mean number of applicants, number of acceptances, and a possible (not probable) inclusion of percentages of graduates or post graduate employment. This does not speak for the values or orientation of the program itself. Also, the minimum grade point average and Graduate Record Examination score requirements are often much lower than those of accepted students. If the acceptable level of these contingencies are not presented, the student may be misled as to the importance of these criteria. Overall, the information provided by graduate programs tends to be inadequate.

We proceeded to discuss briefly the Boulder and Vail models for training clinical psychologists, comparing the programs in order to understand their contrasting approaches of imparting knowledge. It became clear that a division in these two models existed. This is best exemplified by the training goal of each program: Boulder model produces a scientist-professional; Vail model trains a professional person with specialized skills, responsive to social issues and serving a broad population base.

Obviously the latter is more humanistically oriented. It is important for students entering clinical graduate programs to realize the orientations of each in order to select the one appropriate for self.

Dana reviews these programs along with a structure of criteria for program evaluation by students considering admissions, how the student is treated within the program, content of training, and time/composition of training. He provides exemplar programs of Boulder and Vail models, professional programs, and human science programs. The most unique aspect of Dana's presentation is that he provides an opportunity for students to evaluate themselves (through self-assessment tests such as WAYTE, Interpersonal Checklist, Hogan Empathy Scale) in order to realize their potential and fulfillment in the various types of programs. This he calls "goodness-of-fit between person and program."

I had previously asked students to bring with them to class either printed literature or a short written summary (gathered from documentation) of a graduate program that they were interested in. Each student then proceeded to present the adequacy of information provided for their selection of that particular program. Some very interesting developments occurred.

The first student had been accepted to a special education teaching program at the University of Arkansas at Little Rock, and therefore had insight into the entire process of admissions. She felt that she had been initially confused by presentation of the program in the catalog provided by that institution, which included such things as the history of the school, dorm provisions,

establishment of the program, and tuition. Much of this she labeled as "non-pertinent information." She felt that it was a waste to include such "trivia" when students wanted to know more about the program itself. This student desired to see a presentation of attitudes of the school and inclusion of specialty areas of the professors. She felt this would be more appropriate for understanding the values of the program.

Once this student was accepted, she was provided with information concerning core requirements and expectations of the program. Also, provisions were made in this program for student growth--an emphasis on what the students wanted. She felt that she was adequately prepared at the beginning of the graduate process to know what the next few years would entail in relation to her advanced training.

The second student was majoring in film and had no real documentation of program presentation. He discussed some of the problems of his future career and related the fact that most businesses with which he would be in contact did not provide adequate information to their system.

The third student had chosen to present the University of Texas at Austin as the program in Clinical Psychology in which he was interested. He read us the entire section concerning UT from the APA manual of graduate programs. Again, there was inclusion of various statistical descriptions with no mention of values, attitudes, faculty or special research areas of the program. He then read several more entries and we discovered that they were similar. This student felt that undergraduates tended to select

graduate programs on reputation and in some cases a once reputable school was no longer as highly regarded. He also felt that this indexed description of graduate programs was not satisfactory for selection of a personally relevant program.

I concluded by comparing two programs which I had applied to. Florida had sent minimal information about the program and the application process which was all included in one tiny brochure. On the other hand, I received an entire folder from Georgia State that presented the philosophical orientation of the program, the complete training procedure, faculty specialty areas, and admissions procedures. It went so far as to include peel off address tapes to save time for the student. I felt that this type of presentation said much about the programs themselves. We decided that some type of more relevant system should be devised and administered by professional organizations to aid students in selection of appropriate graduate programs.

April 8

Topic: Prison Rehabilitation and Hospitalization

References: "Prometheus in Prison," Brodsky and "Rights of Medical Patients," Parse in Client Participation in Human Services by Fischer/Brodsky (1978)

"Consumer Participation in Planning and Evaluation of Mental Health Services," Levine (1970)

"Disclosure of the Presentence Investigation Report," Zastrow (1971)

One area which tests the applicability of the HSA is prison rehabilitation. Brodsky confronts some of the problems involved in present programs and provides an alternative. Prisoners are allowed to participate in few decisions. They are assigned living

quarters, roommates, and meals to which they have no choice but accept. In fact acquiescence to these assignments is often used as criteria for probation or punishment. Prisoners are subject to inadequate health facilities, little leisure and recreation, and limited sexual outlets. In essence, they no longer have responsibilities and are therefore forced to become dependent. Dependence is little incentive to reform oneself, thus Brodsky feels another approach is necessary for rehabilitation.

The first mandate is disclosure of information about prisoners to themselves. To date, this information is misused by officials, who ridicule prisoners, as well as label them as having a limited capacity to change. Yet, sharing of records can act as a self-correcting function. Unless prisoners are really aware of their misbehavior, it is difficult for them to change. The next step is to pay inmates for developing systems of rehabilitation as well as abiding by these systems, rather than pay professionals untold amounts of money. This serves a dual purpose. If inmates obtain money in a legitimate way, they are less likely to steal. More importantly, the prisoners are sensitive to their own needs, goals and objectives. Self-government can satisfy these prerogatives. This taking-on of responsibility will be imparted from one inmate to the next, and will lead eventually to a more socially responsible and rehabilitated person.

Zastrow explores another area connected with prison rehabilitation--presenting investigation reports. In the Eastern District of Wisconsin, an experimental disclosing of these reports to defendents prior to trial has led to many positive outcomes. This

procedure has elicited a more cooperative attitude on the part of the defendent and attorney, has resulted in a more positive relationship between the client and officer at the outset of probation, has led probation officers to become more adept at investigation and provide more analytical (rather than judgmental) reports, and provides fairness for the defendent. The process has resulted in a seventy-percent probation grant during the five years of its employ.

Another area to which the HSA may be applied is the hospitalization of medical patients. Parse reveals that health care consumers seem to be little informed in their rights and are not allowed to participate in decisions involving them. This is partially the fault of consumers and partially due to health professionals' attitudes. These professionals even go as far as to set expectations for "good patients"—those who do not ask questions, comply with staff decision, and express gratitude and dependence appropriately. One student had worked in a hospital and encountered this type of response. The power is thus allocated to the health professional rather than the patient about whose life the entire process evolves.

A shift in power is the antecedent to a more adequately conducted health care process. Responsibility should be equalized between the professional and patient. Next, education is a necessary component of informing patients of their medical rights. This education should begin in childhood and continue along with normal education. Both future patients and future health care professionals are thus made aware. Also, medical care histories should be owned

and kept up by the family in terms the patients can understand. The patient should be allowed to contribute to these. Most importantly, the process of health care should be a mutually derived procedure between patient and professional.

Both of these illustrations were somewhat removed from our immediate situation, but they exemplified the impact of the HSA to areas outside of psychology. There was general consensus in its applicability in such situations.

April 15

Topic: Evaluations

We met to discuss the evaluations, in HSA terms, of various experiments the students had participated in. One student had not had the opportunity to be in an experiment, therefore he evaluated an experiment he had conducted previous to this seminar.

Each student presented orally their evaluation. It soon became apparent that the students had simply written descriptive accounts of the experiments, rather than including their feelings or other issues confronted in an HSA evaluation of traditional experimentation. We discussed this phenomena and I admitted that it was partially my fault for not clarifying exactly what I meant by an evaluation. I then proceeded to describe more fully what I expected: (1) A short descriptive account of the experiment (to which their present papers could apply). (2) All feelings during participation (both positive and negative). (3) Shortcomings of the experiment and evaluations of procedures from an HSA outlook. (4) A rewriting of the experiment in HSA terms to make for a more relevant experiment for subjects and outcome for

experimenter. We then decided that students would resubmit this paper two days later. The following is a summary of these re-written evaluations.

The first student participated in the experiment entitled "Profiles." It consisted of three pages of personality type tests. While waiting for the experiment to begin, this student reflected on the different attitudes and feelings of the other subjects (students also) who were waiting on the experiment. He noted that some subjects had interrupted important events to attend, while others were tired and unmotivated about participation. Thus, most subjects were not focusing their attention on the impending experiment, but rather on aspects of their world as perceived at that moment.

After filing into the room, the student recognized a two way mirror in the wall and noticed other students glancing at it. He felt that this played some major role in the experiment and was irritated that the experimenters did not mention the mirror, for certainly all the students felt their intelligence slighted in such a simple deception. A female experimenter arrived and gave instructions for a lengthy period of time which this student felt was a part of the experiment to observe (through the mirror) how bored or antagonistic one becomes. The experimenter disclosed the fact that two experiments were taking place simultaneously, but described neither. She also announced a debriefing would take place after the test.

The questionnaires were administered with the experimenter providing writing utensils for those who came unequipped, along with

a negative remark about these people. This student proceeded on the first test consisting of 140 questions. He discovered that about every fifth or sixth questions was either identical or a rephrase of previous questions. Therefore, he consciously marked all of these questions the same for he was not going to be tricked. The second test listed reactions to certain situations, the third was a short self-appraisal. The student now felt totally absorbed in self reflection and felt this influenced his answers on the last appraisal. He left the experiment with what he termed a "hangover effect" (self-absorbed) which remained with him many hours after. There was no debriefing or any chance to relieve these introspective feelings.

Once the experiment was described, this student applied the HSA allowing for a more relevant outcome. A representative of the experiment should appear in the waiting area to alleviate fears of the subjects. A full description of the experiment and potential uses would have rendered it more accountable. He reasoned that unless some spectacular deception was involved, this experiment could be explained quite readily. A debriefing was most noticeably absent. Ethics, subjects' feelings after the experiment, and experimenter concern suggest that disclosure of experimental explanations take place.

The second student described an experiment he previously conducted, which compared preferences of caffeinated/decaffeinated coffees. He noted his scientific dedication and impartiality to subjects, as they were given straightforward instructions to taste from two identical cups, one containing caffeinated coffee, the

other decaffeinated. Subjects were told that the goal of the experiment was to determine which was most preferred. This student accounted the sterility of the experiment in which subjects entered the cubicle, tasted coffees, made choices, and promptly left. Many human elements made this type of procedure an impossibility. First, while the experiment called for one experimenter, there were three due to criteria of the particular class conducting the experiment; two persons were present during the tasting. (I am assuming the influence different experimenters' personalities have on subjects is alluded to here). The second experimenter present did nothing except observe. This made the subjects suspicious; paranoia was fed by the presence of an electronic camera (unrelated to the experiment) mounted in the cubicle, although subjects were told they were not being monitored. This student mentioned the fact that many subjects tried to discern the "true motive" of the experiment and exaggerated certain behaviors they thought relevant to the research. He also spoke of the effects a cup of coffee, warm room, and relatively friendly experimenters had on subjects who would engage in various conversations. Since a tight schedule called for subjects to taste, choose and leave, this posed a problem. Many subjects wanted to be notified of the results which the experimenters had not considered; therefore, they referred them to the professor in charge in hopes these subjects would forget. This student felt the most important problem was that subjects may have felt the experimenter viewed them as trivial.

An HSA could be used to enhance outcomes, and this student

restructured the experiment accordingly. First, a cafe would more appropriately encourage subjects to drink coffee and select favorites. Chatting would not only be allowed but encouraged between subjects, experimenters, and fellow subjects. Tasting from one another's cups could provide useful information as to changes in preferences, and all final decisions could be monitored. Thus, the entire process of decision making is deemed inclusive in the research. Finally, subjects would leave names and addresses so as to receive the final results and record of their own participation. In this way, all involved are satisfied.

The third student initially described a hypothetical discussion involving two students from the subject pool who participated in experiments not according to life relevance but to how easy the experiment was to complete, how quick it was over, or on the number of credits assigned. She felt this attitude was influential in results obtained in such experiments. From this point, she launched into a narrative evaluation of the experiment she was involved in.

After being led to the experimental cubicle (containing a two way mirror) she was <u>read</u> the instructions by the experimenter. This made her feel insignificant. She was to select the number of turns on a crank that would yield a certain amount of poker chips to be redeemed for credits in class. The experimenter also carefully advocated persons who chose high numbers of turns. This student selected the highest number possible. The experimenter left the room and the student could see his shadow behind the glass mirror. She wondered if he was observing whether or not she stole poker chips (for students were allowed to take chips after

each turning session). When her period of crank turning was up, this student felt like a bar pressing rat (her analogy). Inquiry to her ideas or feelings had not taken place nor had she been told what the experiment was about. She had no debriefing nor was allowed to share results. She believes it was her right to know, for it was her behavior that made this experimental session possible.

Her conclusions were negative to many of these such scientific endeavors. First, she felt that there was little relevance to real life in what she had done. A focus on inclusion of people in experimental reasoning could accommodate this. Secondly, the experimenter should take active interest in subjects both in initial research selections and immediate personal treatment. An inclusion of subjects' feelings on participation could assist the experimenter in final evaluations. Finally, a complete debriefing is mandatory, with subjects asking questions. Contact at a later date by the experimenter may relieve any hangover effects.

We discussed each of these experiences separately and compared final evaluations. Most notable was the lack of consideration for subjects' feelings, ideas, and dignity. Also, in all cases, no debriefing took place. This is a crucial matter. It seemed to me that through research of the HSA, the students were able to express themselves in relation to being a subject, more accurately than in previous contacts with psychological experiments. They were now experientially aware of problems harbored in a traditional approach. All students found the experience valuable for understanding an HSA.

April 22

Topic: Mental Retardation and School Records

References: "Mental Retardation and the Power of Records," Biklen and "School Records: Whose and For What?" Goldman in Client Participation in Human Services by Fischer/Brodsky (1978)

The first item for consideration was the format of a final examination or evaluation of students. Since the students had previous experience with development of evaluations, I felt the situation entirely to their discretion. One student desired selection of a topic of interest, research of the traditional approaches to this topic, and evaluation of hypothetical application of the HSA to this area. Another student wished to evaluate an area of interest in which the HSA had already been applied (which we had not covered in class). It was decided that either focus of topic would be utilized and would be presented as a research type paper two weeks later. The students felt (and I agreed) that a culmination of the course should rely on students' ability to apply the HSA in areas of special interest to them.

Two final areas which are somewhat related are mental retardation and school records. We had previously dealt with the effects records have on clients or participants, but a formal presentation had not been given. Therefore, these two exemplar areas were discussed.

Initially I recounted a case study from our text dealing with the system of records and their destructive nature on mentally retarded persons. The case of one young man whose records had been more or less tampered with, had ended in a prison institution

for rather vaguely expressed reasons. Here he had no education and relatively little freedom. Being the only retarded inmate he was often harrassed by other inmates and guards, then placed in isolation when he tried to defend himself. His educational level was far below potential and confinement in the prison further reduced his chances of growth.

Biklen, who reviewed this case, describes the effects of labeling; he goes on to emphasize the power of the written word. Many case records contain absurd descriptions of normal occurrences (such as a prisoner's walk or smile) which apply negative connotations to the patient. Also, there is a focus on the negative qualities of persons rather than any positive value they have. These records serve as a means of keeping track of persons; although people change over a period of time, what is contained in the record continues to influence those associated with both record and person.

Biklen presents five principles which would alleviate problems currently encountered in client records: (1) Records should be opened to those being served without these consumers feeling they are encroaching upon professionals. (2) An incorporation of information about administration policies, social attitudes, and practices should be included in the report. (3) Clients should make contributions to the records. (4) An independent ombudsman should be present to avoid consumer/professional struggles. (5) A conscious effort should be made by service groups to eliminate these problems.

School records pose a special problem of disclosure. Many

school officials are confused as to whom should have access to student files. There are presently no guidelines of how files should be handled, how much and what type of information should be given to outsiders such as probation officers, potential college administrations, or business managers. Often, neither parents nor students are aware of file contents. Also, the problem of labeling exists. Complaints run rampant from parents' objections to closed files, teachers and other educational officials (counselors, psychologists, etc.) demanding the right to access, and the students asserting their rights of ownership.

Goldman describes several guidelines and recommendations which may serve to alleviate complications: (1) Because no degree of confidentiality is guaranteed there should be a limit to the types of information collected. (2) Strict rules should be formulated as to the way information is recorded. (3) Students and parents should be co-owners with the school of the records. (4) Guidelines should be collaborative, including all potential groups using the files. (5) Records should be restricted to the area of education rather than a composite of other professions such as social work, psychology, etc.

A discussion began on disclosure to parents of all information collected by schools. One student felt that no matter how a parent reacted, full disclosure was mandatory. Another student opposed, noting the times a school should go behind parents' backs in assisting a child, if the parents maintained an attitude which may hinder that child. The example used by this student was that of a mildly retarded pupil whose parents refused to believe

their child was handicapped. Lengthy discussion over this topic ensued, without complete resolution. We all realized that the matter was far from simple and much more attention in this area was needed.

April 29

Topic: Oral Feedback

The discussion was left open for students to express any feelings they wished. The first student felt the most relevant aspect of the seminar was the imparting of the HSA to students. She had no previous acquaintance with this approach and felt that an extension of it should be available to everyone. An exploration of the history of both natural science and human science approaches revealed an insight into psychology that this student had never dealt with. Also, the implementation and effectiveness of the HSA on diverse areas provided alternatives she had not considered, thus allowing a choice of attitudes. This student felt that the benefits for me were experiential enhancement of teaching skills which one does not acquire until actual participation occurs.

The second student was impressed with evaluations of traditional approaches to diverse areas, especially the experiential evaluation of the departmental experiments. He became aware that some research was invalid in both focus and content and felt that much of psychology was founded upon a facile level. The course structure and content itself was relevant. This student advocated continuation of the seminar. He felt that we had "picked up" momentum towards the end, but attributed this to the dovetailing of materials and experiences. He also noted my assertiveness as

an effective instructor and believed I skillfully maintained a delineation of friend and teacher without coming across too professional. According to this student, my attitude promoted respect free from a power hierarchy.

The third student enjoyed the freedom of equal representation and sharing due to the low number of participants in the seminar. He felt that he had not been as open as the other students, but in retrospect, this benefitted him for future class participation. This student also believed that the combination of personalities of student participants had helped make the seminar enjoyable and growth inducing. The course content was novel to this student and as he stated rather counter to the normal program of the psychology department. Therefore, it was uniquely beneficial in that it added a different perspective and awareness to psychology. One idea this student presented was that it may have been constructive for each student to turn in a brief statement of the weekly discussion for benefit of appropriation of the material. He also felt a course such as this should be available to other psychology students in the future.

These ideas were entirely those of the students. I shared with them what I had gained from instructing the course. My teaching skills were thoroughly enhanced; whenever I experienced problems in presentation, I shared the complications with students who offered assistance to overcome them. I learned to focus more intensely on one particular approach as well as to evaluate both a human science and traditional approaches in an unbiased way so that presentations to the students would be concise. A broadened

view of the HSA was achieved through my preparations for class. Each week I had to become the "expert" on one particular area in which an HSA had been applied; therefore, I learned about areas not previously familiar to me. Most importantly, I became good friends with three very capable and enjoyable people and the growth I experienced from these relationships had a positive influence on my life.

The students felt good about sharing these experiences and feelings. They looked back on the course as relevant to their lives. The final examination, due in one week, was a source of self-expression of the incorporation of an HSA that the students were excited about undertaking. We all felt a sense of communication and closure on the events which had taken place over the past months in this seminar.

May 6

Topic: Final Examinations

As mentioned before, the final examination consisted of a research type paper of the student's choice applied to their particular interest. Each student utilized an HSA in an area directly related to that student's career. One student applied an HSA to the film industry with emphasis on audiences, a second student presented education and teacher training evaluated by the HSA, and the third student discussed the virtues of an HSA used in the Suspected Child Abuse and Neglect (SCAN) lay therapy program. (See Appendix B for presentation of these final examination papers).

In Retrospect

Normally in a conclusion, one would review the aforementioned

process by condensing and discussing results. In this type of presentation, it becomes impossible to neatly sum up the major points into concise statements, for there were too many relevant outcomes such a reduction would exclude, thus denying an HSA which suggests inclusion of all important items within context. Therefore, I will share a few happenings which made me realize the importance of a course in the HSA to psychology.

First, it came to my attention that two of my students (both psychology majors) had employed an HSA in research they were currently undertaking. Both were conscientiously aware of their research design and treatment of subjects. The one student who had nearly completed her experimentation mentioned the benefits of an HSA in dealing with subjects including an alleviation of anxiety and a more responsible subject response. This incorporation of an HSA into professional attitudes of the students made me realize its importance as well as the fact that I had actually imparted relevant knowledge to them; I had succeeded in making the HSA "part of their lives" as it had become such an important part of my own.

Second, it may be noted in the "oral feedback" section of this paper that all students expressed a desire to see a permanent addition of this seminar made to the regular psychology curriculum. This speaks for relevance of the seminar, for all of the students felt that others should be able to experience the benefits of a course of this type. One student had been oblivious to the problems traditional psychology harbors, while another student was aware that some problems existed but could not readily express the

nature of these complications. None of the participants in the seminar had prior knowledge of an HSA; from the broadening of attitudes and outlooks they received, it was unanimously agreed that all psychology students (and any interestad others) should have the same opportunity offered to them.

During the latter part of the semester, a presentation of the seminar was made at the Southwestern Psychological Association (Note 2). In order to convey a pertinent description of the course, a collaboration between students and me ensued. It was decided that an illustrative account would enhance understanding of the HSA and February 18 (the day students individually accounted psychotherapy chapters) was most representative of the seminar. Also, we mutually drew up a list of benefits for students and myself which this course had offered. I present these benefits here:

1. Building skills and responsibilities for the student through participation in selecting goals, avenues for goal attainment, and other class procedures.

2. A more comprehensive and relevant appreciation of knowledge of subject matter through experiential participation and active involvement in class process (for both student and instructor).

3. Students benefit from sharing ideas, concepts, and reactions of other students.

4. Enhancement of teaching skills through student-instructor feedback, sharing of problems, and exploration of concepts.

5. A more complete conceptualization of problems in traditional psychology and utilization of an encompassing alternative (HSA) for psychological understanding of human beings.

6. An opportunity for students to select their own attitudes from a presentation of both natural science and human science approaches.

7. Personal growth and change for all involved through the interaction of an honest relationship between instructor and fellow students who are all viewed as collaborators in the seminar.

Upon completion of the project and in anticipation of the Honors Oral Examination, I asked each student to read and comment upon both the format and content of this paper in describing the seminar. This finalized version has taken into account student suggestions and general concensus on presentation. Through collaborative effort of all those involved, I have practiced an HSA during the seminar and in developing this paper which has made the outcome more comprehensive, relevant and meaningful.

Reference Notes

1. Sardello, R. J. The subject as a person in psychological research. In C. T. Fischer & S. L. Brodsky, Client Participation in Human Services. New Brunswick: Transaction, Inc., 1978.

2. Ronan, K. A. & Dana, R. H. A college course in the human science approach to psychology. Paper presented at the meeting of the Southwestern Psychological Association, Houston, April 1981.

References

Brodsky, S. L. Shared results and open files with the client. Professional Psychology, 1972, 3, 362-364.

Craddick, R. A. A different use of the token in mental hospitals. Professional Psychology, 1972, 2, 155-156.

Craddick, R. A. Sharing oneself in the assessment procedure. Professional Psychology, 1975, 6, 279-282.

Cressy, D. R. Changing criminals: The application of the theory of differential association. American Journal of Sociology, 1955, 61, 116-120.

Dana, R. H. The clinical psychologist: a generalist with specialist training. Psychological Reports, 1966, 19, 127-138.

Dana, R. H. Existential assessment. Journal of Personality Assessment, 1974, 38, 428-435.

Dana, R. H. High structure and high caring: An emphasis on education. Paper presented at the University of Alabama, Department of Psychology, Tuscaloosa, April 1976.

Dana, R. H. Person and program: a goodness of fit paradigm for professional psychology training. Unpublished paper, University of Arkansas, 1976.

Dana, R. H. Comparisons of competence training in two successful clinical psychology programs. Psychological Reports, 1978, 42, 919-926.

Dana, R. H. Clinical psychology training models and self-assessment for program selection and professional activities. Lexington, Mass.: Ginn Custom, 1980.

Dana, R. H. A human science model for personality assessment with projective techniques. Springfield, Ill.: C. C. Thoman, 1981 (in press).

Dana, R., Gilliam, M. & Dana, J. Adequacy of academic-clinical preparation for internship. Professional Psychology, 1976, 7, 112-116.

Dunn, L. M. Special education for the mentally retarded--Is much of it justifiable? Exceptional Children, 1968, 35, 5-22.

Fischer, C. T. The testee and co-evaluation. Journal of Counseling Psychology, 1970, 17, 70-76.

Fischer, C. T. Paradigm changes which allow sharing of results. Professional Psychology, 1972, 3, 364-369.

Fischer, C. T. Behaviorism and behavioralism. Psychotherapy: Theory, Research, and Practice, 1973, 10, 2-4.

Fischer, C. T. Contextual approach to assessment. Community Mental Health Journal, 1973, 9, 38-45.

Fischer, C. T. Intelligence contra IQ: A human science critique and alternative to the natural science approach to man. Human Development, 1973, 16, 8-20.

Fischer, C. T. Privacy as a profile of authentic consciousness. Humanitas, 1975, 11, 27-43.

Fischer, C. T. The meaning of phenomenological psychology. Philosophical Psychology, 1976, 10, 14-19.

Fischer, C. T. Undercutting the scientist-professional dichotomy: The effective psychologist. Clinical Psychologist, 1976, 29 5-7.

Fischer, C. T. Historical relations of psychology as an object-science and a subject science: Toward psychology as a human-science. Journal of the History of the Behavioral Sciences, 1977, 13, 369-378.

Fischer, C. T. Individualizing assessment and phenomenological psychology. Journal of Personality Assessment, 1979, 43, 115-122.

Fischer, C. T., & Brodsky, S. L. Client Participation in Human Services. New Brunswick: Transaction, Inc., 1978.

Fischer, C. T., & Rizzo, A. A. A paradigm for humanizing special education. Journal of Special Education, 1974, 8, 321-329.

Giorgi, A. Psychology as a human science. New York: Harper & Row, 1970.

Goldman, L. Tests and counseling: The marriage that failed. Measurement and Evaluation in Guidance, 1972, 4, 213-220.

Goldman, L. A revolution in counseling research. Journal of Counseling Psychology, 1976, 23, 543-552.

Jourard, S. Disclosing man to himself. New York: D. Van Nordstrand Co., 1968.

Jourard, S. Some reflections on a quiet revolution. Professional Psychology, 1972, 3, 380-381.

Keen, E. Three faces of being. New York: Meredith Co., 1970.

Krumboltz, J. D. Behavioral goals for counseling. Journal of Counseling Psychology, 1966, 13, 153-159.

Levine, M. Scientific method and the adversary model: Some preliminary thoughts. American Psychologist, 1974, 29, 661-677.

Levine, R. A. Consumer participation in planning and evaluation of mental health services. Social Work, 1970, 15, 41-46.

Lyons, J. Psychology and the measure of man. Glencoe, N. Y.: Free Press, 1963.

Raush, H. L. Research practice and accountability. American Psychology, 1974, 29, 678-681.

Rogers, C. R. In retrospect: Forty-six years. American Psychology, 1974, 29, 115-123.

Rosen, A. The treatment relationship: A conceptualization. Journal of Consulting and Clinical Psychology, 1972, 38, 329-337.

Rosenthal, D. Change in some moral values following psychotherapy. Journal of Consulting Psychology, 1955, 19, 431-436.

Rychlak, J. F. Psychology as a Rigorous Humanism. New York: John Wiley and Sons, Inc., 1977.

Schmidt, J. A. Research teaching for counselors: The multiple baseline. Personnel and Guidance Journal, 1974, 53, 200-206.

Silverman, I. The human subject in the psychological laboratory. New York: Pergammon, 1977.

Tallent, N. On individualizing the psychologist's clinical evaluation. Journal of Clinical Psychology, 1958, 14, 243-4.

Valle, R. S. & King, M. Existential-phenomenological alternatives for psychology. New York: Oxford University Press, 1978.

Zastrow, W. G. Disclosure of the presentence investigation report. Federal Probation, 1971, 35, 20-22.

Table 1

Theorists' Presuppositions of a Human Science Approach

Dana*	Fischer	Giorgi
1. Human Intentionality--Being and awareness create meaning: values antedate method and relevance to quality of human life is criterion for choice of problems and methods used.	1. An HSA is structural in that it accounts for human phenomena by describing the interrelated components which must be present for phenomena to exist, thus preserving unity of human beings.	1. The approach to person is different than the approach to natural sciences; it integrates human beings as persons, biological organisms, objects.
2. Phenomenal Level--Description of life-world is basic since humans are in continuous, inseparable relationship with it: origins of human data are experiential/ subjective.	2. Persons exist in relational unity with the world; they react to the experience of their world according to personal perspective.	2. Persons are in continual relationship with their lived-world; the basic frame of reference for study of humans is in a life-world context.
3. Person Perspective--Participation of scientist and subject in open-ended, co-equal relationship: shared process of research, teaching, assessment, and treatment.	3. In situations involving human participants a collaborative effort between professional and participant in formalizing and implementing decisions is utilized. This is called informed participation.	3. How the researcher is present is as important as how the subject is present, and should therefore be included in results.
	4. The final achievement is authenticity. This is arrived at by involving the entirety of the situation, participant,	4. An open-ended non-manipulative paradigm with closure by the subject catches these persons more spontaneously engaged in their world; this provides an authentication of data.

Table 1 (continued)

Dana	Fischer	Giorgi
	4. (continued) and professional in the process to make for a more comprehensive outcome.	

*Ronan, K. A. & Dana, R. H. A college course in the human science approach to psychology. Paper presented at the meeting of the Southwestern Psychological Association, Houston, April 1981.

Appendix A: Letter to Students

Dear Student,

Welcome to this seminar. Obviously you have chosen this somewhat different course because you are interested in the human being as a person. Also, you most likely are intrigued by a course that offers active participation. It is my belief that active participation increases learning and development; therefore, the major goal of this is to help you grow--in your personal, academic and career oriented life--by the examination of an approach which dictates a design interested in just such growth of human beings.

Also, in being honest with you, this course has come about from my study for the Honors Program. Yes, I am an undergrad just as most of you, and can empathize with you in the passive part most courses require from students. That is why, hopefully, you will be encouraged to speak your mind in this seminar, on any pertinent thoughts, inspirations or ideas that may come to you as we proceed. Essentially, I am asking your help in developing a learning situation most expansive for you--if you will help me in my attempts of relating information, I will help your understanding and growth. Thus we will be growing together, learning from one another and creating a situation most desirable for all of us. This is the essence of the Human Science Approach.

I must comment on the structure of the course, for it may seem

too highly structured for any flexibility. Yet, some type of initial structure must be presented lest we lose our direction in the midst of the fairly large amount of material to be presented. I have presented a basic structure in the form of a syllabus, which we will more or less follow. If you have any ideas, avenues or thoughts as to what may be more enticing for you, I should greatly appreciate your sharing them.

I will close in thanking you for your interest and participation. I encourage your communicating with me. I hope this will be a meaningful and growth inducing experience for you. Have a good semester.

Kathy Ronan

Appendix B: Student Papers

The Human Science Approach to Cinema Art

By J. Cary Bass

The motion picture genre has only been in existence for the past seventy years. It is a young art, one that is open to new ideas and sparkling innovations. Movies can bring anything alive to an audience. In this short time, they have become a powerful communicator and have therefore been very influential on the course of society. In fact, the movies are our only international language. However, as far as the Human Science Approach is concerned, film is perhaps the most intricately manipulated and deceptive medium ever designed by Man.

Deceptive? The very nature of the process of filmmaking involves taking thousands of feet of film, and through the process of editing, producing a product that is very tight, concise, and geared toward a particular viewpoint. It may be a viewpoint that the audience doesn't agree with, but there is little they can do about it. They can talk back to the screen, which accomplishes little, or they can walk out of the theater, which is not too often. In essence, the movie audience is a captive one. Even the freedom of being at home does not keep people from sitting in front of their televisions all day, glued to their favorite show, or unconsciously memorizing the jingles from hundreds of commercials.

The images pour forth in an avalanche of ideas and philosophies, many of them overly dramatic or materialistic, that can have a profound influence on the viewer. It is interesting to try and imagine what society was like before movies taught the public how to act, for it is easy to assume that, especially with the advent of television, whole generations have been educated in language, manners, and basic social interaction, as well as social interreaction, through the film medium, rather than through the traditional sources of the home, school, and church.

This phenomenon has been recognized and attacked by all of the aforementioned segments of society, but to no avail. In the United States, as well as other countries, censorship was once prevalent as a way to deal with the displacement of the traditional mores, but this limited the view of the filmmaker, and it blatantly violated the First Amendment to the Constitution of the United States concerning freedoms of speech and the press. It is the opinion of the media that if the public does not want to see certain films, or object to certain parts of films, then it is their prerogative to assert their freedom of choice and simply not watch them. This is an excellent defense in the face of censorship, and it even goes so far as to cover the urgings of special interest groups that encourage film boycotts (the Catholic Legion of Decency a glaring example) for this violates the right of an individual to make decisions for himself. After all, it is the individual we are dealing with here, or is it?

Let us take the average film viewing situation. The subject is in a crowded room, and the attention of perhaps two hundred

others with him is focused on one subject, the movie. There may be parts of it that the subject does not deem humorous, but he will laugh if the others laugh also. He may feel that a scene is too sentimental, yet a few bawling women can make the whole crowd break out in tears. So it is not only the individual but the individuals around him and how they react, or impinge, on each other that determines the initial impact of a film. Literal mobs of people are given the same messages simultaneously across the country on every Friday and Saturady night. Because of this very important point, film is recognized as the most awesome medium for propaganda ever employed. In this respect, there should be some control.

If censorship is out of the question, and the danger of brainwashing imminent, then what can we do? I doubt that anything needs to be done. Considering that these possibilities do exist, it is amazing that the medium has not been exploited any more than it already has. Some propaganda films, such as Leni Riefenstahl's "Triumph of the Will," a documentary of a Nazi Party Rally, have outgrown their original purpose to become great cinematic works of art. In other instances, however, a popular movie such as "The Warriors" incited gang violence in the major cities after its initial release, "Last Tango in Paris" promoted sexual enhancement and exploration, while "Saturday Night Fever" promoted disco, despite its violent overtones. From this we can see that it is difficult to predict how a film will influence the public. You cannot restrict the efforts of the filmmaker to present his view of reality. Because film is an art, the methods devised to help

the audience understand film as a two-way medium cannot restrict the filmmaker from making his statement as an artist. However, if art can be called truth, then there have not been many honestly-made films.

Efforts to bring the film down to a one-to-one level with its audience has been a problem that has been tackled unsuccessfully since the medium's inception. Early experimental filmmakers in the 1920s rebelled against the facile values of Hollywood by producing films which evoked the sensual and bizarre. They warped reality through the distortion of time and space. The distortion of sound would come later. In rebelling against the rigid tenets of the Hollywood movies, they were developing the ploys of deception used so skillfully today. However, one technique that grew out of this era was the employing of Cinema Verite. This is translated as spontaneous cinema. This technique is an approach to film which attempts to use the camera to record reality in an unbiased way. For instance, the camera is operated while walking down a street, and all of the action is captured spontaneously, without a script, without rehearsal, and without direction. In this manner, the situation is portrayed honestly to the viewer, and he is not being unknowingly manipulated by the filmmaker. This is true in theory, anyway. You see, though the film is untouched in the editing room, and all formal frameworks of production have been removed, exactly what is caught within view of the camera is entirely under control during the actual filming. Also, it is seldom that pure cinema verite is applied without some pre-preparation.

This technique is most often applied in documentaries, which disproves the widespread belief that documentaries are an objective film medium. On the contrary. Documentaries are perhaps the most guilty of being susceptible to becoming a subjective rather than objective medium, as was intended. Because of this weakness, it should be noted that documentaries are therefore more than just bland commentaries. Documentaries deal with social and real issues that affect the lives of everyone, as opposed to the fantasies of the Hollywood drama. If reality is being distorted in a documentary, then for the audience, their reality is indeed being distorted before their eyes without their knowledge, thus possibly altering their own perception of their life-world. Not only are they being presented with a certain set of ideas, but on a deeper level, they are being educated as far as the sum total of their experience is concerned. The reality of the influence that a film unequivocably has on the experiences that the viewer will encounter in the future is the basic concern of the Human Science Approach to Psychology.

What is being proposed is a radical application of the cinema art. Obviously it would not be wise to inform people about what they just saw in a theater while they are having a good time on the town. Nor would it be economical to brief the audience before every performance of a feature. Not only are these suggestions inconvenient, but they are inapplicable to the medium. Throughout the years, the motion picture industry has done an admirable job in being able to work toward making film as tasteful and as close to a real life situation as possible. Most of this effort has

gone, however, into special effects technology in order to make the unreal believable, rather than making the real unbelievable.

Much development has gone into the holograph since the invention of the laser. A holograph uses a laser beam in order to create a three-dimensional image on film. The use of the holographic image has been applied as part of the fiction in recent science-fiction thrillers such as "Star Wars," but we are really much closer to the full development of this technology than those films suggest. By use of three-dimensional photography, the audience can be brought more in touch with the action in a film. Theaters would be constructed in-the-round and movies would be viewed as plays are today, except the audience would play a part in the action. ALL of the action would be seen.

This fact heightens the dramatic intensity of a film that is looking for that kind of effect. However, this even has more important applications in the documentary and experimental branches of the film genre. Imagine an interview between a civil rights leader and a staunch conservative. Using the 3-D technology, every betraying expression, every cue card, every glare from a co-hort, and every expression of victory or defeat would be plain for everyone to see, and therefore it would now be the role of the viewer to use his initiative given him here to find his own conclusions from what he sees, rather than the preconceived conclusions of the filmmaker.

The implications and possibilities here are inconceivable. Consider the broadcast of a session of Congress over television using the holograph technique. Added to this, experiments have

been conducted in the Midwest to test the validity of two-way T.V., where the viewer can relay his opinions of what is being broadcast straight to the broadcast's point of origin through the versatile cable system. Viewers could theoretically immediately cable the desk of their representative concerning their opinion on how he should vote on a resolution they see coming together right before their eyes. The true involvement of people in the processes that keep the world going could perhaps effectively work towards reducing the alienation caused by the feeling that people don't feel in control of their lives, and because of this they expect to be deceived.

So in conclusion, the film industry has been working toward goals, slowly but surely, that conform to the level of human dignity demanded by the Human Science Approach. The influence of communications motivates the masses and controls the direction in which society turns. Because of this, an approach toward bringing the people more in touch with what is really going on at the other side of the camera, or tube, rather than only what they are allowed to believe is happening, is essential to the growth of the medium as well as that of the public. Because of the highly influential stance of films, applications of psychological techniques to improve the medium, such as the Human Science Approach, are not only appropriate, but necessary if the populace is not to be lead astray by the powers of deception and persuasion presently inherent in the production of films as they are today.

Denying the Lie: Lay Therapy in the SCAN Service, Inc., Treatment Modality

By Larry Cooper

Dogs reveal human character. No human I have ever known can successfully lie to a dog; if one dislikes a dog, the dog knows. By the same token, dogs can detect love. Levels of feeling in between are equally open to circumspection. Dogs do not often attempt to hide their feelings about humans. Perhaps for this reason, humans rarely make much effort to conceal affection for dogs when affection is felt, or disdain when that is present.

Human science psychology makes the daring assumption that human beings are worthy of the same level of honesty that we routinely bestow upon dogs.

Earlier in the course we discussed the potential for manipulation in the traditional therapist/client relationship. In this relationship, the therapist assumes the role of the mythical dispassionate observer. The client assumes the role of passive receptacle. Both pretend that neither is a human being. The therapist must forego humanity in order to be deified; the client must foresake humanity in order to be cleansed. It is a sacrificial ritual. It requires massive and sophisticated lying in order to exist.

Superficial therapy produces superficial growth. Cosmetic surgery is not expected to remedy heart disease. Are we left with only surface change or no change at all? Must therapy rely upon a fiction?

No. Honesty presents itself as an imminently reasonable alternative. By herculean effort, traditional psychotherapies have injected into the therapeutic relationship an artifical lack of relevance. By constructing a relationship that does not occur in nature, traditional psychotherapists have demonstrated a startling disrespect for the natural science that they pretend to emulate. Occams razor demands that the more straightforward approach be preferred to the more complex. It is as if astronomers had felt compelled to examine the stars through a microscope. Perhaps by seeking answers through whatever medium they present themselves rather than by trying to bend truth to conform more comfortably to our notions of the shape it should take, we might more profitably and accurately assess the nature of human beings.

One Arkansas agency has taken the human science approach as its central tenet. SCAN Service, Inc., proposes an innovative approach to human service: human beings with no credentials other than themselves can have a profound influence on how other people change. Lay therapists, operating under the supervision of a director and with the assistance of fellow lay therapists, attempt to help their clients with no technique more sophisticated than a genuine concern and ready ear.

When a report of suspected child abuse is received by the SCAN Service agency, a staff member is dispatched to investigate. The parents involved are asked if they would allow a lay therapist to visit. Most often the parents agree, probably recognizing their need for change. When the lay therapist arrives, the emphasis is on the control and consent by the client. The lay

therapist asks permission to come into the home, to sit, to discuss the problem at hand. The lay therapist may come from any walk of life; typically there is no formal training or experience in social science other than that received at the brief SCAN training weekends. The job of the lay therapist is to provide acceptance and information for the client. No pretense is used during visits; the lay therapist speaks his or her mind but with an attitude of respect and acceptance for the client. The essential equality of the lay therapist and the client is recognized at all times. No techniques such as silence or selective reinforcement are used.

An HSA Evaluation of Current Education and Teacher Discipline Training

By Jane Meyer

A classroom should be a place for growth and experience, for both the student and the teacher. Classrooms as they stand today are more of a babysitting service which tries to teach students what the government dictates. The teachers now are trying to present their classes with discipline and group learning (same learning and teaching techniques used on all of the children). Rather than this the classroom should be a place where children can grow as individuals being both self-directed and creative, being encouraged by the teachers as well as the other students. The teachers should provide the students with a warm, non-threatening atmosphere in which to grow and the students should allow the teacher to grow and develop into a better teacher. This type of

relationship between the student and teacher will allow both to grow into progressing, growing and learning individuals.

The following is taken from a case study work; it exemplifies the type of discipline being advocated for our public school systems now.

Problem: Chris stood in the corner of the principal's office and cried. His fists were clenched, his face red, and he could barely be understood as he pleaded to all who would listen to call his mother and tell her that he wanted to go home. For the past three weeks Chris no sooner got to his sixth-grade class when he would begin to cry, complain of having a stomach ache, and would feel like throwing up. He would plead to his teacher, "Just let me go home today, and tomorrow I promise to come to class." Chris was eleven years old, and he had just begun the sixth grade in a new junior high school building. The first part of the year, the teacher reported that Chris had been very unhappy and seldom ever laughed or entered into group activities. One day during the lunch period, Chris appeared to become ill and then threw up in the cafeteria. He ran directly to the office, crying and screaming, and pleaded to the counselor to call his mother. Later the teacher and counselor conferred, deciding under the circumstances going home would be appropriate, and his mother was permitted to pick him up. The next day Chris came to school and went to his room, but as the roll was being taken he began to cry. The crying continued for about an hour, after which the teacher suggested that Chris go to the office to lie down. Chris went to the office and convinced the counselor that he should go home, whereupon his

mother again returned to school. For the next twelve days Chris' mother had to be called to school to retrieve her distraught son while the teacher and counselor became more and more concerned. In addition, the mother reported that Chris had begun to resist coming to school in the morning. In fact both mother and father were having to use force to get their son on the school bus. By the time he arrived at school, he was unable to do little else than stand in the principal's office crying and begging to go home.

Strategy: We couldn't be sure why Chris acted the way he did. We couldn't isolate any factor as a possible cause of his fear. Nevertheless his crying and throwing up suggested that Chris might have some real fears, and they were so disruptive that we decided to get him back in school through a series of small steps. To do otherwise could have increased his fear or his disruption to the point that we'd have to send him home. Therefore, we worked out the following plan: (1) His mother and father were to see that Chris got on the bus, but were not to discuss school. (2) The teacher would take Chris to the counselor's office and assured him that each day he would do better--each individual thereafter would tell him the same thing moving him physically closer to the classroom and lunch room each day.

Human Science Criticism: In a general overview of this situation the teachers, counselors, and parents didn't treat Chris as an individual. They treated him as a problem to be solved. Originally all the persons involved should have treated Chris as a growing person. They should have discussed with him how they

felt about his behavior. They should have also expressed to him in a loving and caring way that they wanted him in school so that he could learn and grow and that they would like to help him attain that. After they had created a warm accepting environment (which I feel would in itself solve most of the problems) they should have asked Chris how he saw his own behavior, if he reacted that way for a reason they didn't know, and lastly but most importantly, what he (Chris) thought should be done about it. Unfortunately they didn't allow Chris to express himself and I feel that with their strategies they may have eliminated the behavior but the underlying cause is still yet unresolved.

The parents should also be included. I see no reason why the parents should put Chris on the bus without talking about school. To me, that seems cruel to the child. If the parents could possibly express some of their own anxieties about school or even their work anxieties, then Chris might see that it's all right to be a little uptight about school and possibly then he would not overreact. Or if the parents would encourage Chris to look at the fun things about school, talk about the good things that happened, and praise him for good work that might also help Chris as a whole person. I think that separating family/home life from school is a mistake because then Chris no longer has any outlet for his joys or his fears, and keeping those feelings inside can only worsen things for Chris--if not immediately, later on in his life.

A school system should be set up to aid the student and teacher in attaining their best potentials possible. From the teacher's standpoint they should treat the pupils in a sharing

manner. Students learn best when their physical, emotional, mental and social personalities are in communion. Teachers should take all the parts of a student's personality and capabilities and incorporate them into a teaching technique for each child. Also the student's unique learning skills and styles should be taken into account.

Each child should be treated as an individual who, if given the chance, will use his natural curiosity to learn, and if encouraged in a nurturing environment each student will grow within his capacity. If the teacher is also willing to learn and grow with the students this will facilitate the learning of all the involved participants.